



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

TO: Adult Education Consortia Partners

FROM: Gina DelSanto, Ph.D. *YDS*
Senior Deputy Commissioner, Policy, Education and Training

DATE: March 28, 2012

SUBJECT: DWD Policy 2011-13
Indiana's Assessment Policy for Adult Education

Purpose

Local adult education (AE) providers shall follow this standard assessment procedure to measure participant educational gains in AE programs.

Rescission

None

Content

Adult education programs must measure and report student *educational gains* as required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA).

An *educational gain* measures the primary purpose of the federally funded, state-administered adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels (EFL) at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved an educational gain.

This policy describes the standard assessment procedure for measuring educational gains, test administrator training requirements, and acceptable testing accommodations.

Standard Assessment Procedure for Measuring Educational Gains

1. *Eligible adult education students should be pre-tested by the time of official enrollment, defined by NRS as 12 hours of attendance, using Department of Workforce Development (DWD) approved assessments. Students who have not attended adult education for more than 90 consecutive calendar days must be administered a new pre-test.*

Tests for Adult Basic Education (TABE 9&10)

Currently, DWD requires that all adult basic education (ABE) programs administer CTB/McGraw-Hill's TABE 9&10 Complete Battery to measure ABE student skills in three subjects: **total math**

(**math computation and applied math**), **reading, and language**.¹ Effective July 1, 2012, ABE programs may administer either the TABE Survey or Complete Battery to measure ABE skills in the three subjects listed above.

Title I Eligible Youth Requirement: Effective July 1, 2012, programs serving WIA Title I eligible youth must administer the TABE Survey to students on or after this date.

Both the TABE Survey and Complete Battery consist of five test levels (Literacy, Easy, Medium, Difficult, and Advanced), two test forms (9 and 10), and a Locator Test. The Survey and Battery can be taken online or in paper-and-pencil format.² Before administering either the Survey or Battery, providers shall administer the Locator test to determine which level of the Survey or Battery to administer to a student. Taking a TABE test level above or below the level indicated by the Locator exam may result in invalid scores.

Table 1 lists the valid content grade level ranges for each test level. **The range for each test is approximately valid plus or minus two grade levels.** For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.9. Scores falling outside of the valid ranges (invalid scores) are not reliable for determining a student's instructional plan. In this case, re-testing with a more appropriate level is **required**. Teachers may also re-test at his/her discretion if circumstances during the original testing session warrant a re-test.

Table 1-TABE 9 & 10 Test Levels

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0 – 1.9	0-3.9
Level E (Easy)	2.0 – 3.9	0-5.9
Level M (Medium)	4.0 – 5.9	2.0-7.9
Level D (Difficult)	6.0 – 8.9	4.0-10.9
Level A (Advanced)	9.0 – 12.9	7.0-12.9

TABE Complete Language Assessment System–English (TABE CLAS-E)

CTB/McGraw-Hill's TABE CLAS-E measures the language proficiency of adult English as a Second Language (ESL) students in the areas of reading, listening, writing, and speaking. Programs must assess ESL students in at least one or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will not count as gains for NRS.

TABE CLAS-E consists of four test levels (1, 2, 3, and 4), two test forms (A & B), and a Locator Test. Similar to TABE 9&10, providers shall administer the Locator test to determine which level of TABE CLAS-E administer to a student. See Table 2 for CLAS-E levels and associated ESL proficiency. If the Locator indicates the student should be administered the Advanced ESL assessment, the instructor should transition the student to ABE and administer him/her the TABE 9 & 10.

¹ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

² The literacy level test is not available online.

Table 2-TABE CLAS-E Assessment Levels

Test Level	ESL Proficiency
1	Beginning ESL 1
2	Beginning ESL 2
3	Intermediate ESL
4	Advanced ESL

2. Enter the student's raw subject scores in AE InTERS. AE InTERS will then convert the scores to scaled scores and place the student in a NRS-defined EFL.

Providers must enter the student's raw assessment scores in AE InTERS. AE InTERS will convert raw scores to scale scores and place the student in an EFL based on the student's lowest subject score. All subsequent educational gains are measured from this EFL and in the corresponding subject area in which the student scored the lowest.³ For example, consider an ABE student who tests at the beginning level in reading and the low intermediate level in numeracy. Since the student received the lowest score in reading, AE InTERS would place the student in the EFL corresponding to the reading score and would record future educational gains the student makes in reading from this placement EFL.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (9 & 10).

Table 3-Approximate TABE 9 & 10 Complete Battery & Survey Scale Score Conversions to NRS Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. Beginning ABE Literacy	0-1.9	<368	<314	<390
2. Beginning ABE	2.0-3.9	368-460	314-441	390-490
3. Low Intermediate ABE	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate ABE	6.0-8.9	518-566	506-565	524-559
5. Low ASE	9.0-10.9	567-595	566-594	560-585
6. High ASE	11-12.9	>595	>594	>585

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A&B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of a NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student must take a higher TABE CLAS-E test level.

Table 4-Approximate TABE CLAS-E Reading Scale Score Conversions to NRS Levels

NRS ESL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1. Beginning ESL Literacy	1, 2, 3, 4	250-392	200-396	225-394	230-389
2. Low Beginning ESL	1, 2, 3, 4	393-436	397-445	395-441	390-437

³ NRS allows for an ABE, ASE, or ESL student to only test in one subject and/or focus on one subject for instruction. However, these student selected options should only be used rarely and the rationale for doing so must be documented.

3. High Beginning ESL	1, 2, 3, 4	437-476	446-488	442-482	438-468
4. Low Intermediate ESL	2, 3, or 4	477-508	489-520	483-514	469-514
5. High Intermediate ESL	3 or 4	509-557	521-555	515-556	515-549
6. Advanced ESL*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 9&10.

3. *Post-test the student to determine educational gain after required number of attendance hours.*

CTB/McGraw-Hill recommends a set number of attendance hours in adult education between the administration of the TABE 9&10 and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate).

Table 5- Recommended Attendance Hours between Pre- and Post-test

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
TABE 9&10	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test with 9M, Post-test with 10M	50 - 60 (Minimum 40 hours)
TABE 9&10	ASE EFL (Level 5/6)	Alternate	30 - 59
GED	ASE EFL (Level 6)	N/A	N/A
TABE 9&10	ABE & ASE EFLs (Levels 1-5)	Same Example: Pre-test with 9M, Post-test with 9M	120
TABE CLAS-E	All ESL Levels	Alternate Example: Pre-test with A, Post-test with B	60 - 95 (Minimum of 50 hours)
TABE CLAS-E	All ESL Levels	Same Example: Pre-test with A, Post-test with A	100 - 140

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test and end the day the student completes the post-test. These include all adult education attendance hours, which may comprise orientation, instruction, and the time a student spends on the post-test. Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. However, documentation of early test administration must be maintained in InTERS.

The instructor may consider administering the next level of the TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test. For example, if the student was administered the TABE 9M pre-test, the instructor could administer the student the TABE 9D test if the student shows significant skill progress. As discussed above, test scores that fall outside of the valid content grade ranges for TABE 9 & 10 in Table 1 will not be counted for NRS. Re-testing with a more appropriate level is **required**.

The only exception to administering a TABE or TABE CLAS-E post-test is if a student is at High Adult Secondary Education (ASE) (11.0-12.9). The measure of a gain at the High ASE can be either attaining a grade level equivalent of 12.9 on the TABE, successfully passing the General Educational Development (GED) Tests, or earning a high school diploma.

For students without a GED certificate or high school diploma, the measure of the High ASE gain **must be** attainment of a GED certificate or high school diploma. For students who possess a secondary credential, the measure of the High ASE gain **must be** attaining a grade level equivalent of 12.9 on the TABE.

The student's post-test scores shall be entered into AE InTERS as described above. If a student advances one or more EFLs based on the assessment, AE InTERS records educational gain(s) for the student.

Training for Administering Assessments

Local providers are responsible for participating in DWD assessment training; following DWD guidance; providing ongoing training for new staff; and refreshing skills of previously trained staff. Staff members who attend these trainings should record the training hours in AE InTERS per the Professional Qualifications and Development Policy (DWD Policy 2011-10).

Assessment Accommodations

Providers may provide testing accommodations for learners with disabilities. Contact CTB/McGraw-Hill for the accommodation guidelines for TABE 9&10 and TABE CLAS-E. For GED Testing accommodations, contact GED Testing Service.

Effective Date

Immediately

Ending Date

Upon Rescission

Ownership

Division of Adult Education
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204

Action

Indiana's adult education system will follow the guidance contained in this policy.